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AUTHOR Stoffel, Robert, Ed.; LaValla, Patrick, Ed.
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ABSTRACT

The book is a collection of emergency preparedness instruction materials. It starts with the first chapter of "Living Life's Emergencies" by Robert Stoffel and Patrick LaValla which introduces emergency preparedness education, focusing on six major components (human body management, defensive living, time lag, disaster and civil preparedness, preventive search and rescue, and survival) and four primary areas of needed emphasis (individual responsibility, school education, government, business and industry). The second item in the collection is an outline for a 60-hour course curriculum for teachers of emergency preparedness. It includes an introduction, an orientation to emergency services, emergency response, organizing for survival management, physiological effects of temperature, protective environments, heat sources, food and water, emergency preparedness kits, emergency travel, leadership, government response, improvising, natural and man caused emergencies, school disaster planning, and teaching aids and techniques. Next, a paper which has been used for curriculum design discusses the fact that every major academic discipline contains concepts relevant to preparedness education. This is followed by an outline of a manual for establishing emergency preparedness courses at the college level for teacher training and includes information such as necessary administrative details, checklists, public relations, and fee details. The book also includes information regarding an 8-hour aviation emergency preparedness and survival course. The book concludes with information about resources for other materials about emergency preparedness. (SB)

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EMERGENCY PREPAREDNESS EDUCATION

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••• AN OVERVIEW •••

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Patrick "Rick" LaValla

Robert "Skip" Stoffel

- Chairmen

Affiliated publisher of ERI materials: Survival Education Association

Specialists in Public Education, Preparedness, and Response to Emergencies and Disasters

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EMERGENCY PREPAREDNESS EDUCATION

••• AN OVERVIEW •••

DEVELOPED BY

EMERGENCY RESPONSE INSTITUTE

EDITED BY

ROBERT "SKIP" STOFFEL
AND
PATRICK "RICK" LA VALLA

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1. LIVING LIFE'S EMERGENCIES, Chapter 1. This first chapter from a soon to be released publication gives the reader an introduction and an overview of Emergency Preparedness Education, focusing on the six major components and the four primary areas of needed emphasis.

2. Course Curriculum for Teaching Emergency Preparedness Education. This outline is the product of 8 years of teaching emergency preparedness education. We believe that this is the most logical and successful approach to presenting defensive living education.

3. Curriculum Design. Most facts and materials relevant to emergency preparedness are being taught in schools, though they are not being applied to human survival. This paper was included to show how every major academic discipline contains concepts relevant to preparedness education. This same outline has been used in colleges and universities for designing curriculums in emergency preparedness and survival.

4. Teacher Workshops: How To Do It. Increased funding is not necessary to integrate emergency preparedness education into existing classroom curriculums. However, proper teacher orientation is a must. This paper outlines the steps to conducting successful teacher education through workshops.

5. Other ERI Papers:

   Aviation Curriculum: This on-going successful ERI program shows that the concepts of emergency preparedness education can be integrated into any safety training program.

   Leadership: Principles of emergency preparedness education can form the foundation for proper outdoor leadership.

   Resources: Lists of publications and visual aids available from the Survival Education Association, the publisher of ERI materials.

   Summer Storms: A teaching module and visual aids for many naturally caused emergencies that occur during summer months. An example of using a seasonal approach to present emergency preparedness concepts.

6. ERI Information. More information on ERI capabilities and publications.

OUTLINE

LIVING LIFE'S EMERGENCIES

by Robert C. Stoffel and Patrick H. LaValla

PREFACE, The Goal of Comprehensive Emergency Preparedness Education:

"IF people understand the necessities and priorities of life;

AND have knowledge of emergency preparedness skills, and the ability to improvise;

AND have knowledge of the hazards posed by emergency and disaster environments;

AND know their role and government's role for disaster response;

AND if people will maintain an emergency preparedness ethic, and a defensive living attitude;

THEN we could expect to have a population that:

- Can be self-sufficient during emergencies, disasters, or crisis relocation.
- Can help to mitigate the effects of disaster.
- Can help to minimize a disaster recovery period."

CHAPTER I. INTRODUCTION AND PHILOSOPHY.

- What is Comprehensive Emergency Preparedness Education?
- Why it is needed.
- Definitions.
- Implications to individuals, government, education, and business and industry.
- A discussion of the three phases of organizing and "managing" any emergency or disaster situation:
  - Initial Response
  - Continued Life Support
  - Rescue and Recovery

CHAPTER II. CASE STUDIES.

- Several actual disaster/survival situations.
- Questions for the reader to consider.
- Critique by the authors: What went right; What went wrong?

CHAPTER III. ESTABLISHING THE NECESSITIES AND PRIORITIES OF LIFE.

- The goal of Comprehensive Emergency Preparedness Education (Disaster/Emergency Survival) is the protection of property and the continuation of life.

- The authors believe that the first consideration in establishing any emergency preparedness (survival) education program is for people to know and understand exactly what the human body requires to survive.

- All survival decisions during emergency events must be made with an understanding of these concepts.

CHAPTER IV. MENTAL ASPECTS OF EMERGENCY PREPAREDNESS AND RESPONSE.

- In order for a Comprehensive Emergency Preparedness Education to be successful, a certain "proper positive mental attitude" must be established in the habits of the population of this country.

- Preparedness attitudes and habits need to be cultivated.

- This chapter will discuss the compoents necessary to establish a mental preparedness attitude, with a focus on "defensive living" concepts.

CHAPTER V. PHYSIOLOGICAL ASPECTS.

- Human body management concepts.

- If the goal of preparedness education is the survival of the biological being, then an individual must know how to "manage" his body during the emergency situation.

- Emphasizes how certain environmental hazards (Heat, Cold, Altitude, Nuclear, etc.) affects human body survival.

- Concentrates on recognition, prevention, and treatment.

- Shows how hazards in disaster environments can often be compounded, e.g. a major earthquake occuring in an urban area during a winter storm.

CHAPTER VI. EMERGENCY PREPAREDNESS SKILLS.

- Once the individual understands the biology of human survival, and the priorities and necessities of life, then intelligent decisions can be made as to the proper use of skills (improvising) necessary to sustain life.

- Included in this section will be discussions on:

    - First Aid, Self Aid
    - Shelter
    - Heat Sources, Firecraft

- Water Procurement, Treatment, Storage
- Signalling Distress
- Clothing, Personal Protection, Insulation
- Emergency Preparedness Kits
- Improvising
- Food Procurement and Preparation in Emergency Environments

- These skills and others will be discussed with three primary disaster and emergency environments in mind:

  - Wilderness

  - Urban Disaster

  - Nuclear

CHAPTER VII. HOME PREPAREDNESS.

- This chapter will relate the previous discussions to the home environment.

- Emphasis will be on:

  - Developing a family home preparedness ethic
  - Home preparedness planning
  - Developing a home preparedness kit
    - at least two weeks of basic supplies that are mobile
  - Home emergency heating, cooking, lighting
  - Home safety and accident prevention
  - Home storage programs: food and water
  - Emergency sanitation and hygiene
  - Special preparedness considerations: medical, diet, infants, elderly, pets

CHAPTER VIII. EMERGENCY AND DISASTER ENVIRONMENTS.

- Section 1, Natural Disasters:

  - Summer storms
  - Winter storms
  - Violent storms
  - Earth disturbances

- Section 2, Man Caused Emergencies/Disasters- Peacetime.

- Section 3, Man Caused Emergencies/Disasters- Nuclear War.

  Note: This will be a major section incorporating the current Crisis Relocation Program.

- Format for each type of emergency or disaster:

  <u>Definition</u>- What is it?
  - How are people affected?
  - Nature of the destructive force.

Before- Indicators that an event will occur.
- How to prepare.
- How to minimize or prevent harm.

During- Instant survival rules and actions.

After - Immediate concerns.
- Priorities for survival and recovery.

CHAPTER IX. GOVERNMENT AND VOLUNTEER RESPONSE IN TIME OF EMERGENCY.

- Local, state, and federal government's role and responsibilities.
- Community disaster planning.
- Communications and warning.
- The Emergency Broadcast System.
- Disaster declarations and federal aid programs.
- Volunteer organizations.
- Search and Rescue.
- Disaster behavior myths.

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LIVING LIFE'S EMERGENCIES

Chapter 1

THE PROBLEM: A need for Self-Reliance and Basic Skills

Each geographic region on a global scale presents a variety of hazards and inherent dangers affecting human survival. Daily possibilities include world conflict, natural and man caused disasters, and regional outdoor emergencies. All of us, no matter where we live or by what enterprize we exist, are faced each day with certain risks and hazards. They threaten our lives and, in many ways, even our daily activities.

Any experience that threatens a person's life will not be pleasant. The outcome of any emergency will depend upon a person's past experiences, education, mental and physical capabilities and preparedness resources. Typically, emergency situations result in disorganized, often shock-like behavior. Research shows that individuals who possess self-confidence and self-reliance skills tend to fare better during emergencies that those who do not. Under repeated stress situations, people will progressively learn to make more effective adjustments. Self-reliance and effective response are developed through education, practical experience, and dependence on one's own abilities. There is no substutute for this function, and as an individual becomes more aware of his capability to provide his basic needs, the more confidence he develops.

From historical accounts concerning his modes of living, it is evident that the frontiersman had eminently more respect for his environment than the "Civilized Man" of today. In most instances the reasons were obvious: he understood the land and the stars in order to navigate; he understood the animals and the plants, and respected their ability to feed and shelter him; his existence depended upon maintaining biological necessities of life as an everyday priority. Today's modern man no longer finds it necessary to be concerned with such things because our technological society has assumed the burden of providing life's necessities.

Unfortunately, the modern U.S. citizen has become dependent upon technology and his "green house environment" for everyday survival. He is a product of a culture that has advanced beyond the necessity to be self-reliant in order to live. Our technology has accustomed people to instant "lightswitch conveniences" that usually eliminate the body stresses of heat, cold, thirst, hunger, fear, etc. No longer are the basic living skills passed on from father to son, and mother to daughter.

If research shows that self-reliance, confidence and self-sufficiency can be developed through practical experience and combination of education and material resource preparedness, then an effective program that provides these ingredients should minimize death and property loss during any emergency.

THE SOLUTION: A Comprehensive Emergency Preparedness Education Program

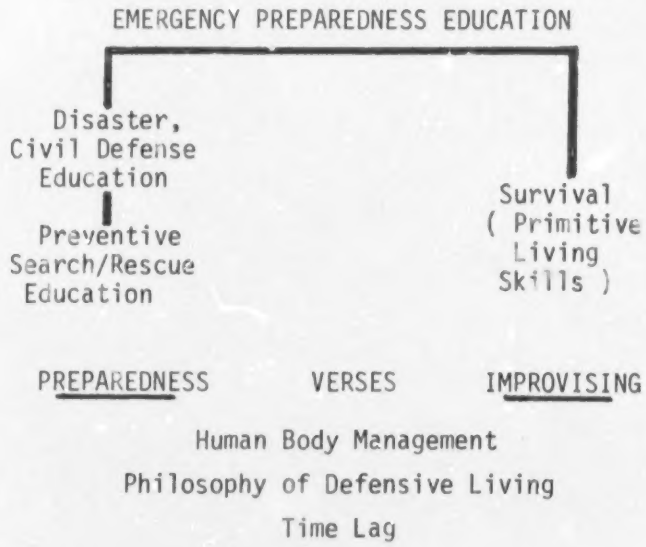
The key to an effective, national emergency preparedness posture is an ongoing and relevant education program at the individual level. It must be consistent and emphasized equally in school systems, in the general public education/ information programs, in business and industry and, perhaps most importantly, in all levels of government. This nation desperately needs a full spectrum

Emergency Preparedness Education Program which is consistent with and relevant to our mobile society's needs. This text and the principles which make up its foundation were developed to fill that need. While this publication was primarily developed as a teacher education tool, all of the information and material covered are pertinent to every citizen, regardless of occupation, geographic location or area of recreational interest.

WHAT IS EMERGENCY PREPAREDNESS EDUCATION?

Webster defines an "emergency" as a sudden, unexpected occurrence or set of circumstances demanding immediate action. By contrast, the term "disaster" implies a great or sudden happening that results in physical harm, damage, misfortune or loss of life and property. Although the two terms are often used synonymously, the primary difference is directly related to the number of dollars involved. (The criteria for declaring an emergency situation a major disaster is often based in terms of dollar impact.) But, whether an occurence is termed a disaster or merely an emergency, makes little difference to the individual that is affected. The immediate concern is elimination of suffering, potential loss of property, and most important, the threat to life. Information and facts that directly prepare anyone to deal with emergency events can be termed either disaster or emergency preparedness education. Because the term emergency seems to imply a broader spectrum, we have used it throughout this publication. Disaster could easily be substituted for emergency in most references describing this program.

In more formal terms, Emergency Preparedness Education (E.P.E) is defined as "a collection of facts and information about widely diversified, life-threatening occurences which demand immediate action." These facts and key pieces of information are essential education items if citizens are to be self-reliant and prepared with material tools and knowledge to accomplish the goal of survival during emergencies.



COMPONENTS OF EMERGENCY PREPAREDNESS EDUCATION: Why This Program is Unique

There have been many significant changes in the field of Emergency Preparedness Education (E.P.E.) over the past twenty years. These changes have been in emphasis, as well as general philosophy. Most of the early national efforts in preparedness programs were nuclear war related. Only recently have "traditional Civil Defense" programs branched out into other emergency education efforts. Many strides and significant breakthroughs in Emergency Preparedenss Education concepts have taken place within the last five years. The most up-to-date approach encompasses the complete spectrum of potentially hazardous occurrences, in a practical and relevant fashion.

The philosophy and approach presented in this text is unique because it brings together several key philosophies and educational concepts into one comprehensive program. We feel that the following six components, added together, form a complete and comprehensive Emergency Preparedness Education program.

1. HUMAN BODY MANAGEMENT

The basic foundation of Emergency Preparedness Education is an understanding of the human body; not entirely as a physician understands it, but an understanding of how the body reacts to or is affected by environmental stress. In short, a working knowledge of human biological survival--the necessities and priorities of life. Body management is the skillful maintenance and control of one's own essential (limited) body resources and problem solving capabilities which, if mismanaged, will directly affect a person's ability to exist in any environment for an extended period of time.

2. DEFENSIVE LIVING: A Preparedness Ethic for the Future

There are few people in America who are not familiar with the terms, "Give A Hoot, Don't Pollute," and "Only You Can Prevent Forest Fires." These slogans and the programs they represent were created to instill an ethic for the future in the young people of this country about two specific problems. The ultimate goal of awareness and adherence to certain principles was accomplished. The same type of emphasis is needed for Emergency Preparedness today. The preparedness ethic is possible for future generations through a concept called "Defensive Living".

The Emergency Preparedness Education philosophy of "Defensive Living" is best defined as "the constant conscious thought process and behavior of an individual to identify or predict situations that will affect his comfort or existence." This philosophy is not meant to be an obsession or extreme preoccupation, but rather, a conscious development of an individual preparedness attitude to avoid unnecessary emergency situations. More specifically, "Defensive Living" is the knowledge to recognize dangers, to make the proper choices and to have the necessary skills, equipment, and knowledge to cope with adversity.

The goal of "Defensive Living" is to create in each individual the habits of forethought, awareness, preparedness, and alertness to cope with changing situations that threaten or affect our lives.

3. TIME LAG: How Long Will I Be On My Own?

Time lag is an extremely important concept that must be recognized and understood if an individual expects to properly organize and manage his emergency

situation. It is a tragic fact that many people respond correctly to the actual event of an emergency, then perish in the ensuing hours or days while waiting for help to arrive.

Rescue simply does not come riding over the hill immediately during or after an emergency. No matter what the emergency or disaster situation is, there will always be a period of time when the individual(s) involved will have to maintain life and comfort, alone, and with the knowledge and resources available. The location and severity of the emergency will determine whether the wait for outside help will be in terms of minutes, hours or days.

The Emergency Preparedness Education "Time Lag" concept dictates that indiviuals should always plan for rescue, but while waiting, should maintain immediate priorities. The survivor lives each minute for itself, forgetting the past, concentrating on immediate problems and consequences of actions. Most survivors eventually realize just how large a part their minds played in their survival situation and did not allow the anxiety of possible future problems to overshadow their accomplishment of immediate living needs. Help may or may not arrive tomorrow.

It is an individual's responsibility to be self-sufficient until someone comes to aid.

4. DISASTER AND CIVIL PREPAREDNESS: Traditionally a Low Interest Program

This is the portion of Emergency Preparedness Education that prepares people to cope with the special emergency environments presented by natural and man-made disasters. In the early traditional Civil Defense education programs the primary emphasis was on nuclear defense. But, as an ever widening variety of emergencies began to appear under the coordinating umbrella of Civil Defense (Emergency Services), many additional preparedness considerations emerged.

Although the impending threat of nuclear or conventional warfare that swept the nation during the Cuban Crisis is no longer felt, the possibility of an attack on the U.S. can never be ruled out. Surely the recent Middle-Eastern Crises in Iran and Afganistan lend credence to the possibility of armed confrontation between nations. Contrary to scenarios presented in popular disaster novels, movies, and television programs, a widespread nuclear attack on this country would not mean the end of civilization. This nation's fate would depend upon the population's preparedness for emergencies and general survival knowledge. A contemporary approach to civil preparedness which deals with terrorism and nuclear blackmail is also an integral part of Emergency Preparedness Education.

It is essential that government's role and responsibility for preparedness and response to emergency and disaster be clearly defined. We perceive that citizens have a false sense of security and misconceptions about how government will function and respond in times of emergency.

Monies expended by government for damaged/destroyed property as a result of disasters has been considerable. Many disaster claims could have been prevented by mitigation, local ordinances, and Emergency Preparedness Education. Expenditures of tax monies for disaster relief can be minimized by proper education and the information contained in this text.

5. PREVENTIVE SEARCH AND RESCUE: Outdoor Safety and Comfort

This aspect of Emergency Preparedness Education focuses on the knowledge necessary to prepare for and deal with any unexpected emergency while working or recreating in the natural environment. Most outdoor emergencies can be prevented through a combination of proper equipment and awareness of the mistakes that others have made. The primary emphasis in this component concentrates on the environmental stresses placed upon people separated from modern technology, and what resources are needed to combat these stresses.

There is an increasing trend in outdoor activities and recreational travel nationwide. More people are seeking avenues of leisure away from civilization. Inherent within this trend is a growing problem in search and rescue. Because of the national annual growth in numbers of search and rescue missions, it has become necessary to concentrate on an educational effort to prevent the problems that are causing the incidents. As was mentioned earlier, preparedness must become an ethic in this country which carries through into all aspects of our lives. Outdoor pursuits are no different in this respect.

From a government standpoint, search and rescue also establishes our emergency response capability at the most elementary level. Management principles used in the wilderness search function, as well as rescue, provide the very foundation of emergency management for all larger scale emergencies and disasters. The preventive aspects of search and rescue education provide the basics for disaster and civil preparedness.

6. SURVIVAL: Improvising with Little or Nothing (Primitive Living Skills)

Traditional definitions of survival imply primitive conditions, living off the land, or battling the elements to live through some precarious predicament in the wilderness. Depending on the perspective that individuals have, or the sphere in which they operate, survival means different things to different people. A survival situation is one in which an individual's very existence is threatened and positive action is necessary to alleviate a threat to life. To survive is to continue existing or to live in spite of some event or set of circumstances.

In terms of Emergency Preparedness Education, survival is simply "living a minute longer by any improvised means possible." The key term here is improvise. As mentioned before, we all have a choice of how we will enter an emergency situation. With no material resources and little knowledge, a person must depend on good, old-fashioned ingenuity and improvising from what is available, by use of primitive living skills.

In this respect, there are training programs and problem solving exercises that develop improvising abilities. But, the skills needed to combat any true survival situation are far more complex than merely being able to live in a primitive environment. Survival skills, and the ability to improvise, develop confidence and provide a good preparedness back-up system should a person be caught in an emergency situation with little or no resources. Hopefully, a prepared person may never have to use primitive living skills.

FOUR AREAS OF EMPHASIS TO INSURE SUCCESS

A national preparedness education effort must be consistant and simultaneously emphasized in four specific areas: the general public on an individual basis; schools and education systems; at all levels of government; within business and industry. The efforts in these areas must be coordinated and should adhere to the same basic philosophies for a consistant, successful national program.

INDIVIDUAL RESPONSIBILITY

It is imperative that all individuals be given organized, meaningful information that is relevant to everyday life, if we are to have a successful national emergency preparedness program. This can be accomplished through civic organizations, churches, news media, special interest groups, and educational literature. Everyone should be made aware that unexpected emergencies can occur and often threaten life, and that it will be an individual responsibility to cope with and survive these adverse events.

The average modern American lives his entire life dependent upon society for all necessities of life. People exchange their monthly salaries for goods and services without a thought as to what would happen if these necessities were no longer commercially available. Our greatest task is to develop a workable compromise between living with modern technology, yet preparing to live without it.

Generally, we find that people encounter life threatening situations in one of three categories:

1. Prepared with the knowledge and equipment needed to solve any hardships that a situation might pose. The event is merely an inconvience, and this person can easily provide the necessities and priorities life for himself.
2. Having some knowledge and skills, but no physical aids in the form of preplanned emergency equipment. This individual will have to improvise and solve the necessities of life from the natural environment or other resources. The emergency event becomes more of a hardship.
3. No preparedness, either mentally or physically. This person has nothing to draw from in the way of experience, education, or resources. Improvising abilities and skills to provide the necessities of life are non-existant. Unfortunately, this is the category in which we will find most modern Americans when they are confronted with emergency events. This person will find it very difficult or impossible to deal with the unexpected.

Each of us has the ultimate responsibility for our own lives. We each will have constant choices, decisions, and alternatives to consider each day that if we choose wrong or ignore danger signs, will result in undesirable circumstances. Proper education and experience can help us make the right decisions concerning our daily comfort and existence.

SCHOOL EDUCATION

Our educational system is probably the most important area of emphasis for a national Emergency Preparedness Education program. One third of our population is involved with or in the school systems, and could be easily educated through school oriented programs. The most obvious and rewarding benefit would be new generations of self-reliant and self-sufficient citizens.

Emergency Preparedness Education should begin at the elementary school level and continue through high school. The study of human survival and preparedness is a fascinating subject; the immediate response of school-age people is one of excitement and wonder. For the young student, adventure and the unknown come to mind at once. Teachers enjoy presenting the subject because of the high student interest and the diverse subject areas.

In spite of the attractiveness and feasibility of Emergency Preparedness Education, the movement and support to teach this vital subject has not been sufficient to allow more than token emphasis either in special interest presentations or elective courses. Many other subjects outside the standard curriculum are being continually pushed by interest groups for acceptance. Educators are constantly besieged with new material and subjects for inclusion in already crowded schedules.

These facts, combined with everyday funding problems, create the opposition to incorporating survival education or the the total program of emergency preparedness into the standard format. However, as a fully integrated, multi-disciplinary program, it may be taught on a regular basis with no additional cost to school districts.

Most major concepts of Emergency Preparedness Education are presently taught in our schools. These concepts, however, are not presented with the idea of responding to emergency situations. A good example of this is found in basic science. Part of the science doctrine deals with principle ways in which heat and cold are transferred. Very little, if any, attention is given to how the body loses or gains heat in spite of the fact that hypothermia remains the number one contributor to death and injury during outdoor activities. Conversely, thousands suffer and many die each year from heat disorders during heat waves in the large cities.

Another example can be found in home economics where food and nutrition are regularly discussed. Little, if any, time is spent on food storage for times of emergency or the preparation of foods under adverse or emergency conditions.

Modern literature has tremendous potential for learning situations related to previous disaster and survival experiences. A literature class designed to analyze writings in this area would be of great interest to students. In short, a full spectrum preparedness education program can be incorporated within every discipline currently being taught in schools. The only prerequisites for teachers would be commitments to teach survival knowledge and a willingness to learn more about this fascinating subject.

Material in this text can provide educators with the basic information necessary to teach Emergency Preparedness Education. Practical experience is desirable but not absolutely necessary to present the basic facts of human survival and emergency preparedness. A multitude of practical applications and experiments can be used in classrooms to stress the fundamental principles and concepts.

There is no doubt about it, a full spectrum preparedness program can be incorporated with nearly every discipline currently being taught in the schools. The biggest prerequisite is an orientation to emergency preparedness and a commitment to teach "Defensive Living" concepts in everyday lessons.

GOVERNMENT

Can a successful national Emergency Preparedness Education program be established without the leadership of the federal government and the involvement and support by state and local governments? There has not been emphasis nor interest in Emergency Preparedness Education by the Federal Government for a number of years, though interest and the need for Emergency Preparedness Education has been growing. Some segments of Emergency Preparedness Education are being presented by a few national agencies and organizations, though somewhat fragmented and incomplete.

We believe that government should be involved and concerned with Emergency Preparedness Education. Hence, our inclusion of government as a emphasis area.

Why should government take an active role?

1. In considering such things as world conflict, terrorism and surrogate warfare, our government has been compromised as a direct result of our lack of individual, community, and national preparedness posture. Recent tests, evaluations and studies, and unfortunate experiences have proved this fact. Surely a government's ability to respond, organize, and recover from any of these threats has a direct bearing on whether any action by other nations will be initiated. We believe that the more prepared any community, state, or nation is, the less likely man caused threats will develop.

2. Government employees seldom understand their specific role in times of emergency. Elected officials often times underestimate or miscalculate the true priorities during times of crisis and may be more interested in political issues than the timely protection of lives and property. Government needs an extensive "in-house" program for those people hired or elected into responsibilities for emergency response.

3. Emergency Preparedness Education can establish positive, predictable behavior patterns. Government officials at all levels need to have knowledge of community behavior during emergencies so that evacuation plans, emergency response, etc. will be effective. The less dependent individuals are on local government for aid and direction during emergencies, the less money is spent. Thus, Emergency Preparedness Education is a cost effective measure.

4. Citizens need to know and understand the role and response of government for emergencies and disasters (Time Lag) if they are expected to properly prepare for their emergency response. Government and the people need to work together not only for Emergency Preparedness Education, but for proper emergency response so that lives and property can be saved.

5. Because search and rescue establishes our emergency response capability at the most elementary level, the preventive aspects of search and rescue can be applied to all levels of emergency and disaster response. Defining recurring problems through statistics and data collection not only greatly benefits the management portion of emergencies but provides useful information which can be used in Emergency Preparedness Education to prevent further loss of life and destruction of property.

BUSINESS AND INDUSTRY

Each year thousands of productive man hours are lost because of injury, accidents, carelessness, weather, disaster, and a multitude of personal emergencies. Studies and statistics show that many of these lost hours could have been prevented throught Emergency Preparedness Education.

It is important from an economic standpoint for employers to know and find out why an employee is not at work. Is it because of an accident/incident occuring during the working day or was it because of something that occured at home, going to or from work, or during a recreational outing? (The fact remains that business and industry loses productivity.)

We believe that business and industry needs to be concerned with both on-the-job and off-the-job safety. People who are safe and conscientious on the job, also tend to have the same attitudes while away from work, given that they have some training and information.

Traditional on-the-job safety programs, however credible and effective, have done little to prevent off-the-job accidents. It is also our opinion that most businesses and industries having employees who work in an outdoor environment have neglected the essentials of Emergency Preparedness Education. Technical aspects of job safety are indeed tremendously important and should occupy the greatest portion of safety programs. However, environmental and biological considerations can have equal impact on an individual's ability to do the job and affect off-the-job living as well.

The economic impact of large disasters is increased because of the inability of both employees as well as management to react and recover in a timely fashion. This points to a lack of preparedness and proper reaction during the time of emergency. The more dependent on outside resources for the skills involved in emergency management that a company is, the longer it will take all factions associated with that business to recover from any major magnitude disaster.

If this country ever experiences an attack from any foreign power, our survival as a nation will depend on business and industry's ability to once again resume production and services to its population. Planning and preparedness are essential to accomplish that capability.

From a common sense viewpoint, as well as as purely economic one, business and industry have everything to gain and nothing to lose from stressing Emergency Preparedness Education in all aspects of their safety programs.

SUMMARY

A comprehensive Emergency Preparedness Education program must contain six major components:

1. Human Body Management- An understanding of the necessities and priorities of life.

2. Defensive Living- A philosophy of avoiding emergency situations but prepared anyway "just in case".

3. Time Lag- An emergency management concept of maintaining necessities of life until help arrives.

4. Disaster and Civil Preparedness- A knowledge of emergency and disaster environments.

5. Preventive Search and Rescue- The ability to live comfortably in the natural environment.

6. Survival- The ability to improvise and utilize "primitive living skills" to maintain life.

In addition, a national emergency preparedness education program will take the consolidated efforts of individuals, schools, government, and industry, who collectively can instill a preparedness ethic throughout society. This ethic must start in the earliest years of education and be present throughout all of life's varied activities.

It is the goal of the EMERGENCY RESPONSE INSTITUTE to see the components of Emergency Preparedness Education accepted nationally, and integrated throughout all aspects of American life, in a coordinated, relevant manner.

COURSE CURRICULUM AND OUTLINE

FOR TEACHERS

IN

EMERGENCY PREPAREDNESS EDUCATION

A NEW CONCEPT

IN

"DEFENSIVE LIVING"

EDUCATION

A Product of: EMERGENCY RESPONSE INSTITUTE
9035 Golden Given Road
Tacoma, Washington 98445

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COURSE CURRICULUM

FOR TEACHERS IN

EMERGENCY PREPAREDNESS EDUCATION (DEFENSIVE LIVING)

(Suggested Time frame: 60 hours)

SUBJECTS AND BRIEF CONTENT

I. INTRODUCTION

A. To Course: objectives - requirements - assignments.

B. To Emergency Preparedness Education

1. "The Philosophy of Defensive Living" -- What is it and why is it important to create an ethic called "Defense Living"?

2. What does it mean to each individual and level of government?

3. A general orientation to the new philosophy of Emergency Preparedness Education and its place in our society today.

4. Overview of geographic environments: Fast modern travel to unfamiliar places. Desert/Artic/Seasonal storms, geographical influences.

We are mentally conditioned to artificial environments, physically not acclimatized to environmental stress, i.e. time/distance vs. energy. We need an understanding of the problems, sources of possible harm, protection and conservation of resources. Awareness is the first step in problem solving ability -- program the mind and react positively to any emergency situation.

II. ORIENTATION TO EMERGENCY SERVICES (Civil Defense organization of the nation)

A. Roles and responsibilities.

B. History of Civil Preparedness Education.

C. "Defensive Living" Education Movement within the nation.

D. Disaster Preparedness history within the State.

E. Search and Rescue (history, current status, major problems and relationship to Civil Preparedness.

III. EMERGENCY RESPONSE -- First six hours of any emergency. Brief synopsis of the three major concerns at the onset of any emergency situation.

A. Emergency self aid

1. Patch up the body.
Time lag and Second-aid: Considerations for special problems
Protection - Chemical balance.

2. Immediate and long term care of the sick and injured.

3. First aid under survival/emergency conditions.

4. Self first aid in survival - you alone.

5. Priorities of action: airway, breathing, bleeding, broken bones, shock.

6. The essentials and guidelines to follow.

7. Kits and their use, etc. Contents (what should a kit contain?)

Analysis and treatment of body's minor aches and pains are telltale signs of problems. Aches and pains cause misery and loss of good judgment. When no assistance is available, one must be his own doctor, lawyer, carpenter and mechanic until assistance is provided. This is true in any emergency.

Injury affects all aspects of survival, and should be considered in planning. Self first aid is essential if away from competent medical aid and personal abilities must suffice.

B. Protection of material possessions.

1. Clothing/equipment/food: Effects of weather, animals, other people (theft and damage). Time lag considerations: Resources that might be needed in the future, cleanliness, accountability and inventory.

C. Signalling your distress. (Attracting the attention of others)

1. Audio and visual -- letting others know of your distress.

2. Principles and techniques - Types of signals.

a. Ground to air - downed private aircraft.

b. Wilderness - Hunting, camping, fishing, hiking.

c. Auto - traveling and highway problems.

d. Brainstorming ways to make yourself visible under different situations.

e. Day/night - contrast.

3. Preparedness.

4. Common mistakes.

Signalling is making others aware of your distress and location. Is is common sense knowledge of what to use, when to use it and how to communicate without speaking.

IV. ORGANIZING FOR SURVIVAL MANAGEMENT

A. PRIORITIES OF SURVIVAL (Cause and effect format.)

1. Biological necessities in order of importance.

2. Proper positive mental attitude vs. Panic/Comfort Zone.

B. MENTAL ASPECTS OF MANAGING THE EMERGENCY ENVIRONMENT.

1. Impact of mental attitude on any given situation.

a. You, as body enemy #1.

b. Your brain is your best survival tool.

c. How body physiological changes affect mental capabilities.

d. How mental stresses and anxieties affect the body.

e. The "Defense Living" Philosophy.

2. Factors which affect rational thinking and your problem solving ability.

A. MENTAL
Environmental stress
Self imposed stress
Panic
Fear
Drugs
Alcohol
Depression
Security

B. BIOLOGICAL
Air
Body temperature
Rest
Water
Chemical balance
Caloric depletion

C. Mental stresses and the effect of isolation.

D. Perception, imagination, and reality.

3. Importance of immediate and trained response.

A. Built-in factors and mass reaction.

B. Statistical analysis of mass and group reactions, during disasters and emergencies.

C. Teachers' responsibilities.

D. Group processes and leadership; group survival situations.

4. Fear and Control.

   a. Accepting fear as a natural reaction to the unknown.

   b. Methods of quelling fear in oneself and others; rules on mind control.

   c. Psycho-Cybernetics - Programming the human mind and how we are motivated.

5. Mind Dynamics.

   a. Power of human will.

   b. Proper mental attitude.

   c. Self images - confidence building.

   d. Self talk.

   e. Comfort zone.

   f. Adapting to change.

6. Goal setting - A plan of action with objectives.

7. Psychology of the prepared vs. the unprepared.

   The mind is your best tool. Knowledge, judgment, attitude, skills and confidence are easily overruled by anxiety, fear, panic or emotional stress in any emergency.

   Every student must understand how the mind functions under stress, and how to control undesirable reactions. Survival is almost 100% mental; the mind controls all action or motion.

   ANYTHING UPSETTING MENTAL ATTITUDES AFFECTS THE ABILITY TO SURVIVE.

C. EMERGENCY ENVIRONMENT STRESSES.

1. Weather.
2. Sense of urgency.
3. Lack of food and water.
4. Boredom.
5. Isolation.
6. Fear.
7. Lack of rest.
8. Loss of loved ones.
9. Loss of possessions.
10. Establishing leadership roles in groups.

D. YOUR LIMITED RESOURCES.

1. What is in the body/on the body/and near the body that must be managed to support life against all threats.

2. Mind/Body/Environment: Inventory what you have.

   a. Considerations.

   b. Camping environment vs. no resources with which to work.

   c. Degree of seriousness of the emergency.

E. ESTABLISHING BODY NORMALITY AS PROBLEM INDICATORS IN A STRESSFUL ENVIRONMENT.

1. What is normal?

2. How do we use this an an indicator of something going wrong?

3. What is our body saying to us?

4. Biological functions of indicators.

5. Body management.

F. RISK MANAGEMENT. Determination of acceptable or unacceptable risks.

Emergency is an event----------DISASTER is an event----------
SURVIVAL is biological continuance of life.

1. Is risk acceptable or unacceptable?

   Risk depends upon COMFORT level/EXPERIENCE level/Preparedness (equipment) to support life during that activity.

2. Evaluation of the emergency -- weigh all risks, solutions, take actions that are most acceptable.

G. RESCUE PLAN.

1. Self rescue/stay put/walk?

2. An individual must be goal-oriented to rescue!

3. A person cannot organize for SURVIVAL MANAGEMENT unless he THINKS and ACTS RATIONALLY.

4. An individual must be aware of all factors to produce a workable Survival Plan.

V. <u>PHYSIOLOGICAL EFFECTS OF TEMPERATURE</u>

A. HEAT STRESS - Combined effect of environment and excess body heat.

1. Physiological effects of heat.

2. Blood flow upset -- causal factors.

3. Medical response.

4. Treatment of others.

5. Results of mis-management.

6. Acclimatization.

7. Relationship to cold problems.

8. Five ways of heat gain.

9. Heat Stroke, Heat Exhaustion, Hypohydration, Hyperthermia.

10. Coping with hot environments.

B. WATER MISMANAGEMENT.

1. Respiration vs. perspiration.

2. Chemical imbalance.

3. Results of mismanagement.

4. Relationship to heat and cold problems.

C. COLD STRESS.

1. Five ways of heat loss.

2. Physiological effects.

3. Blood flow upset.

4. Acclimatization.

5. Medical response.

6. Treatment of others.

7. Causal factors.

8. Results of mismanagement.

9. (All are avoidable conditions.) Relationship to heat response in the body.

10. Hypothermia, Frost bite, Hypohydration, Hypoglycemic-like (temporary low blood sugar).

11. Coping with cold environments.

Proper body management is imperative in emergency environments; one needs basic information of how to protect and provide the necessities of life long enough to get out of predicament. Physiological requirements dictate survival needs and priorities. Preconceived ideas lead a victim to incorrect actions and priorites at the onset of an emergency. (This time period is critical and has great bearing on the ultimate

outcome of the situation.) The body effectively operates within a twelve degree inner core temperature range. Fluctuations beyond this range mean mental and physical helplessness. Simple understanding of physiological functions and reactions allow a person to recognize possible problems/dangers within the body.

VI. PROTECTIVE ENVIRONMENTS

A. CLOTHING. Design and relative value of various materials.

1. Layer system - maximizing existing clothing.

2. Clothing designed with environmental protection in mind.

a. Types and values.

b. Design and characteristics.

c. Color values.

d. Insulation qualities:

1. What is a good insulator? (Experiment with metal cans.)

2. Define insulation.

e. Types of materials.

1. Wicking action: cotton vs. wool vs. synthetics.

2. Porous materials as opposed to non-porous.

f. Geographic considerations.

g. Layer system for temperature control.

Humans maintain constant inner core temperature by regulating insulation and ventilation of clothing. When clothing becomes inadequate because of environmental factors, improvised shelter must protect the body from excessive heat loss or gain.

B. SHELTER. Home/Natural/Transportation.

1. Protecting oneself in hostile environments.

a. Body protection - physical and environmental problems.

b. Principles for heat, cold, wetness, convection.

c. Design, characteristics, materials.

d. Energy requirements vs. protective gain.

e. Environmental site hazards.

f. Regional considerations - terrain and weather.

g. Seasonal considerations.

h. Locations with or without fire.

2. Techniques - full spectrum of emergency environments.

a. Emergency action shelters.

(1) Physical protection.

(2) Weather protection.

b. Proper insulation and practical application.

(1) Thermal conductivity of various materials as prospective insulation (i.e. air, snow, ice, wood, soil, metal).

Without shelter, humans can only survive within a narrow temperature range. Shelter consists of anything protecting the body from temperature extremes, or other life threatening forces. Without shelter, extreme heat or cold could cut survival time to as little as three to four hours.

Shelter is invaluable for: mental alertness, well being and conservation of energy.

VII. HEAT SOURCES

A. FIRE NEEDS.

1. Why firecraft - the basis for warmth?

2. How to build a fire in varied environments.

a. Three basic principles of ignition.

b. The fire triangle.

c. Common errors.

d. Safety factors.

B. FUEL SOURCES --All environments.

1. Types of tinder, kindling, fuel.

2. Alternative natural and man-made materials for use (Emergency conditions).

3. Regional considerations.

C. TYPES OF FIRES.

1. Advantage of each.

2. Maximizing fire potential; getting the most from fire considering reflection/convection.

D. FIRE SITE SELECTION.

E. EXTINGUISHING FIRES.

F. PREPARING AND CARRYING FIRESTARTING MATERIALS.

1. Improvised ways of starting a fire in different emergency environments.

2. Practical use of non-convential fire-producing devices.

3. When to build a fire; conditions it could become a liability.

G. Overview of the full spectrum of emergency environments and firecraft requirements.

H. Dangers of using man made materials in the urban environment.

Fire supplements shelter by providing warmth and protection from the elements. Firecraft provides a multipurpose skill and great mental reassurance and morale. It also supplements rations by providing heat otherwise derived from calories and is helpful in signalling, water purification and preparing food. People must have the ability to build proper fires in varied environmental conditions from available fuels and ignition methods. When clothing is insufficient, shelter is necessary. When both clothing and shelter are poor, fire will be needed.

VIII. FOOD AND WATER -- STORAGE AND PROCUREMENT

A. NATURAL/URBAN/HOME

1. Conservation of energy and water.

2. Alternate sources of calories/water.

3. Benefits of growing/drying/preserving.

4. List of staples for two weeks.

5. Caloric needs for activities and body maintenance.

6. Cooking under any conditions.

B. WATER PURIFICATION -- Rural or City.

1. Ways to store and transport water.

2. Methods of purifying water.

3. Water needs per day -- why?

C. STORAGE -- Natural and URBAN or CITY.

1. Food and water for life support.

2. Self sufficiency desires.

D. Energy expended opposed to relative food values.

E. Physiological responses during lack of food.

F. Energy and water factors in the emergency environment.

1. Where energy comes from; how it effects our temperature balance.

2. Energy use problems and waste products.

3. Conserving energy and body water supplies.

4. Proper allocation of energy output.

5. Conditioning and acclimatization to regional differences.

Knowledge of the source of energy/body water, where it goes, what takes it away and methods of conserving it is essential for body management in the emergency environment.

IX. EMERGENCY PREPAREDNESS KITS -- What is needed to sustain life.

A. Personal kits -- Home/Personal/Transportation.

1. Items required.

2. Secondary priority list.

3. Consider weight/bulk/safety/storage.

4. Define SURVIVAL vs. EMERGENCY PREPAREDNESS KIT.

5. Seasonal and geographic considerations.

6. Types of kits.

a. Wilderness - camping, canoeing, hunting, etc.

b. Automobile - winter travel, desert travel, mountainous travel.

c. Boat - cold water conditions, fog, salt water.

d. Home - crises relocation, lack of power and services.

e. Airplane - various types of terrain.

7. Regional differences.

1. What tools are needed.

a. Home preparedness -- Repair/all emergencies. Life support needs for long term -- basic needs -- greenhouse effect.

b. Evacuation needs -- relocation and travel.

1. Converting from auto to foot travel due to debris, road, or people obstruction.

2. Freeway disruptions due to stalled traffic.

3. Fast travel needs in emergencies.

Emergency preparedness kits are a collection of resources providing the necessities or life. Every kit assembled solves specific problems in given geographic areas. A thorough understanding of suggested components will insure the right equipment is available when a need arises.

X. EMERGENCY TRAVEL

A. VEHICLE:

1. Typical problems encountered in vehicle travel.

2. Is there a need to travel?

3. Necessities of vehicle travel - fuel containers, water, tools, first aid, etc.

4. Destination? A need for a destination in relocation.

5. Objective: to decide whether or not to travel; know the options.

B. FOOT TRAVEL.

1. The basics of foot travel.

2. Essentials to carry.

3. Must be integral part of evacuation plan.

C. SIMPLE NAVIGATION

1. Importance of being able to determine direction.

2. Discussion in relation to emergency situation: stay put or travel.

3. Improvised directional and navigation aids and tips.

a. Utilizing God given common sense navigation.

b. Mental maps and identifying surroundings.

c. Techniques using:

(1) Vegetation.

(2) Stars.

(3) Sun.

(4) Prevailing wind.

(5) Terrain.

(6) Improvised time methods.

d. Observation training.

4. Importance of maps and direction in our every day lives.

Use environmental knowledge to know where you are in relation to where you want or need to go.

XI. IMPROVISING -- Making do with what's available.

A. Problem solving -- logic (common sense).

B. Recognizing problems and solving them.

1. There are solutions, find them.

2. Defining problem material -- physical, mental.

3. Methods of improvising for problems.

C. Utilizing what is available..

1. Recognize available resources.

a. Natural environment.

b. What you have available.

c. Garbage/rubbish.

d. Stalled transportation.

D. Rules for brainstorming and improvising.

1. Individually and collectively.

E. Seventy-eight ways the body is like an automobile -- Brainstorming activity to promote free thinking in the process of improvising.

F. One hundred fifty uses for one item (paper clip, etc.).

Encompasses basic principles of "making do with what you have". Improves observation and stimulates mental processes in solving problems.

Without familiar materials, modern man must mentally regress to adopt the habits, attitudes and values of the caveman to obtain his needs. The caveman invented it, the pioneer lived it.

Modern man learns by applying basic learned principles and experimenting with materials. Practice, experimentation and imagination in using basic principles provides ingenuity necessary in surviving a little longer by analyzing a problem and implementing a solution.

XII. LEADERSHIP

A. Responsibility on the teacher's part -- guidance for students.

B. Analysis of group reactions; effect of good leadership.

C. Special considerations.

1. Children.

2. Elderly.

3. Handicapped.

4. Comfort zones and previous experiences.

D. Individual recognition and delegation of responsibility.

1. Leadership qualities.

2. Responsibilities as a leader.

Leaders are responsible for the safety and security of those under their charge through the entire occurrence.

XIII. GOVERNMENT AND VOLUNTEER RESPONSE IN TIME OF EMERGENCY

A. Local - State - Federal.

1. Whose responsibility, agencies involved?

2. Time lag. How long does it take the system to gear up?

B. General search and rescue picture.

1. Volunteer search and rescue organizations.

C. Damage Assessment.

1. Declarations of disasters and criteria.

2. One stop centers for recovery periods.

This subject needs emphasis due to its importance in any emergency.

What is the time lag before help comes? Understand this time is the victim's time whether he lives, or dies or suffers needlessly by his own decision and actions.

XIV. MAN CAUSED EMERGENCIES

A. In the following natural and man-made emergencies, the format used to present the material is as follows:

1. Definitions:

a. The emergency, and how the individual will be affected.

b. Destructive forces which kill or injure people and destroy property.

2. Before the incident:

a. Indications an event will occur.

b. How to prepare.

c. How to minimize or prevent harm to myself or loved ones.

3. During the emergency or disaster -- OK, so now I'm caught.

a. Actions to minimize harm to myself and those around me.

4. After the incident: Well, I made it through the disaster or incident.

a. Immediate concerns or potential dangers?

b. Priorities for survival and recovery?

B. FIRE

1. Home rationale.

a. Considerations for safety and detection in all seasons -- tools, precautions. Home fires are a major cause of death in nation today.

2. Natural fires: Forest/grass.
Dangers: wind direction, season, temperature. Review major factors related to this destructive emergency.

C. ELECTRICAL POWER OUTAGES

1. Economic effects: loss of -- jobs, banks, stores, refrigeration, gasoline and other modern life support requirements. Alternatives.

2. Home problems: heating and cooking, lights and storage. Adapting to this stress.

D. FUEL SHORTAGES

1. Effects of storms on supply lines.

2. Strikes and other considerations for life support.

3. Travel away from supply source, conservation of supplies in short term

E. TRANSPORTATION

1. Auto: Considerations for repair, for weather travel, conservation of tires/water/fuel. Accident responses and priority actions to support life. Effect of speed and human factors in operation of vehicles.

2. Boat: Considerations relating to boat emergencies -- fire and storms. Accident responses and priority actions to prolong life. Kits and tool lists that are helpful. Effect of speed, vintage, and skill in operation of boat.

3. Airplane: effects of weather and all considerations relating to landing off an airport in natural terrain. First responses in hot, cold, wet, and water environments, ELT signals, expected responders, survival kits, time lag in remote areas. Effect of weather on survivors.

F. RIOTS AND CIVIL DISTURBANCES

1. Consideration and options relating to avoiding serious threats from such emergencies. Risks involved.

G. HAZARDOUS MATERIALS EMERGENCIES

1. Options and considerations for avoiding the consequences of chemical spills.

2. Necessity for fast evacuations and preparedness to relocate people temporarily.

H. WAR AND NUCLEAR EMERGENCIES

1. Reactors -- their potential problems and seriousness. Factors involved in fast relocation and the need for evacuation kits. Radiation -- protection factors and immediate action shelters.

2. Bombs -- Potential threat? Preparedness for relocating or surviving. Terrorist activities.

3. Land war -- considerations and defensive actions. Probabilities and effects.

XV. NATURALLY CAUSED EMERGENCIES

A. STORMY WEATHER

1. Summer storms.

   a. Lightning defenses in a variety of locations: Considerations and options.

   b. Hail and squall lines, their danger.

   c. Flash floods -- causal factors, warnings, watches and defensive actions. Problems with public acceptance of warnings.

   d. Heat storms (heat waves) -- problems of high humidity and threats from prolonged heat stress to humans.

2. Winter storms.

   a. Blizzards -- concerns relating to jobs, home, fuel, heat loss, body functions, food and water, travel and medical assistance.

   b. Avalanches -- interface between mountains and humans.

   c. Transportation -- road and travel problems, loss of immediate expected medical response, displaced travelers, repairs.

   d. Supply disruption -- disruption of supply lines to stores and fuel dumps and gas stations. Stores and factories shut down.

   e. Effect of heavy, wet snowfall -- on buildings. Fast thaw and Chinooks cause pressure on both earth fill and larger concrete dams.

3. Seasonal storms.

   a. Tornado -- geographical areas, Warnings, Watches and defensive actions. Skywarn and volunteer spotter programs.

   b. Hurricanes -- major areas involved; flying debris; severe rains, watches and warnings.

   c. Other storms.

B. Earth disturbances.

1. Earthquakes -- potential areas. Do's and don'ts during and after a quake. Building codes and regulations, planning.

2. Landslides -- unstable soil conditions. Mudslides, ice jams, volcanos and forces that have tremendous powers to destroy people and property.

C. Tsunamis -- identify those that could be affected. Warnings.

D. Floods/dams/flash floods -- warnings, inspections and identification of problem areas.

E. Planning and building codes.

1. Problems associated with local government.

2. Enforcement.

XVI. SCHOOL DISASTER PLANNING

A. The need and history of planning in the schools.

1. Examples of quick action that has saved lives.

2. Common state of planning.

B. A format that is relevent and usable.

1. Plan as opposed to SOP's.

2. Annually reviewed.

C. Brainstorming specific school emergencies.

D. Approaches to school officials and administration as to need for planning.

XVIII. TEACHING AIDS AND TECHNIQUES

A. Classroom experiments.

B. Student projects.

C. Field activities.

D. Demonstrations.

E. Displays.

F. Audio visuals.

G. Films.

H. Resources.

I. Organizations.

J. Integrating of principles into all academic disciplines.

K. Curriculum development -- integrated inter-disciplinary program.

L. Practice teaching sessions.

Overview of materials and ideas that can be used to his/her resources. Also an awareness of possible education areas not being covered. A state of the art in ideas and activities.

XVIII. HYGIENE AND CONSIDERATIONS FOR CLASSWORK IN THE FIELD

A. Sanitation.

B. Use of natural resources.

C. Checklists for instructors in classroom and during field exercises.

1. Course size.

2. Legal considerations.

3. Insurance.

4. Records.

5. Ethics.

XIX. CURRENT PICTURE NATIONWIDE IN EMERGENCY PREPAREDNESS EDUCATION

A. Organizations and factions involved.

B. Ultimate goals of preparedness.

XX. FIELD EXERCISES

A Product of: EMERGENCY RESPONSE INSTITUTE
9035 Golden Given Road
Tacoma, Washington 98445

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"DEFENSIVE LIVING" CONCEPTS
IN THE
STANDARD EDUCATION CURRICULUM

The following information was produced to show how comprehensive emergency preparedness education programs can be taught in already existing curriculums. With extensive teacher training programs, fully one third of our population can be oriented to "DEFENSIVE LIVING" concepts to build self reliance and confidence in future generations. This concept combined with public awareness education of the same type, and proper government employee training can form the basis of a much needed nationwide consistant preparedness program.

BY:

ROBERT C. STOFFEL, DIRECTOR
CHELAN/DOUGLAS COUNTY EMERGENCY SERVICES

A PHILOSOPHY OF TEACHING EMERGENCY PREPAREDNESS

"DEFENSIVE LIVING"

Regardless of what aspect is approached, the study of human survival and emergency preparedness is a fascinating subject. The immediate response of school age individuals is one of excitement and wonder: adventure and the unknown immediately come to mind. Teachers enjoy the subject of Emergency preparedness because the student interest is high and the subject area so diverse. Even so, the rationale for teaching "DEFENSIVE LIVING" in the schools has not been sufficient to allow more than token treatment in special interest or elective courses. In addition, many subjects outside the standard curriculum are continually pressing for acceptance. Educators are constantly beseiged with new material to include in their already crowded schedules. These facts coupled with funding problems constitute most of the opposition to incorporating emergency preparedness as a standard curriculum offering. However, as a fully integrated multi-disciplinary program, it can be taught on a regular basis with no additional cost to the school district.

All of the major concepts embodied in Emergency Preparedness Education are presently being taught in the school systems. These concepts are simply not related to the idea of survival in emergency situations; a good example of this is found in basic science. Part of this discipline deals with the principle ways in which heat and cold are transferred. Very little, if any, time is spent discussing the ways the body loses or gains heat. This is true in spite of the fact that hypothermia is the number one contributor to death and injury during outdoor activities. Thousands die each year from heat disorders

during so called heat waves in the large cities. Another example can be found in home economics where food and nutrition are regularly discussed. Very little, if any, time is spent talking of food storage for emergencies or the preparation of foods under adverse or emergency conditions. Modern literature has tremendous potential for learning situations by relating previous disaster and survival experiences of others. A literature class designed to analyze writings in this area would be of great interest to students. In essence, a full spectrum emergency preparedness education program can be incorporated within every discipline currently being taught in the schools. The only prerequisites for teachers are a commitment to teach "DEFENSIVE LIVING" and a willingness to learn something about this facinating subject.

The following outline relates many of the disciplines which are offered in secondary schools and colleges. Considering each area of study, some of the major points relating to "DEFENSIVE LIVING" have been listed. Perhaps these ideas will trigger additional thoughts concerning important facts. At the very least, the information should impress upon educators and Emergency Services Coordinators the inter-disciplinary aspects of the program. It is hoped that this philosophy will form the basis for a much needed total Emergency Preparedness education program nationwide.

Concepts of "DEFENSIVE LIVING" found within many diciplines

I. Basic Science - Physics - Geology -

1. Principles of conduction, convection, radiation and evaporation relative to body heat loss and gain.
2. Insulation and thermal conductivity of various materials as protection to the body. Body processes for thermo-regulation (Hypothermia - Hyperthermia).
3. Purification and clarification of water as well as sources of contamination.
4. Hydrological cycle and how it effects us.
5. Impacts of low energy levels in emergency situations.
6. Body defense mechanisms, both mental and physical.
7. Firecraft principles in emergency environments.
8. Levers, pulleys and fulcrums in improvising.
9. Basic navigation and its importance under adverse conditions.
10. Meteorology and the major threats of large storms and their destructive powers.
11. Forecasting and anticipated threats from major weather disturbances.
12. Natural hazards of geologic origin.
    a. Earthquakes
    b. Volcanos
    c. Tsunamis and wave generation
    d. Mud slides and unstable soil
13. Natural hazards of environmental nature.
    a. Flash floods
    b. Avalanches
    c. Seasonal flooding and flood plain hazards

14. Body protection requirements and shelter concepts for hostile environments.
15. Chemical balances within the body and their effect on function.

II. Chemistry:

1. Ignition temperatures of various natural and man-made materials.
2. Hazardous materials and their impact on our environment and life today.
3. Acids, bases, explosives, caustic and toxic materials; their effect on transportation and our basic safety.
4. Effects of radiation and the meaning of decay rates.
5. Various types of radiation and shielding factors.
6. Safeguards and the real hazards of our nuclear age.

III. English and Literature:

1. Analysis and study of early survival and disaster literature compared with modern writings of the same subject area.
2. The lessons that we have learned or not learned down through history.
3. Messages or main themes that authors have tried to convey in literature about emergency and disaster situations.
4. Impact of this type of literature on our society both probable and actual.

IV Physical Education and Health:

1. First and second aid.
2. Emergency medical kits.
3. Effects of physical fitness on function, endurance and performance during emergencies.

4. Health and personal hygiene during periods of isolation and no utilities.
5. Swimming and life saving skills.
6. Preventive search and rescue and outdoor safety.

V. Home Economics:

1. Food and nutrition under emergency conditions.
2. Preserving foods and food storage.
3. Cooking under all types of conditions.
4. Clothing characteristics, various materials and their advantages and disadvantages.
5. Improvised clothing and insulation.

VI. Political Science:

1. Role and responsibility of government in times of emergency.
2. Political makeup and subdivisions of government as they relate to disaster response.
3. Time lag theory - delay time that a victim must be self sufficient until government can respond.
4. How political boundaries impede response in disasters.
5. How large disasters act to change legislation.
6. How political turfdom leads to poor coordination and mismanagement in emergency response.
7. Implications and effects of the national flood insurance program.
8. Examination of disaster laws which are influenced by political considerations as opposed to those designed to help people.
10. The need for coordination and training among all levels and agencies of government.

VII. Drivers Education:

1. Safe driving in all weather conditions.
2. Emergency actions if stranded or stuck in an automobile.
3. Emergency items to carry in the trunk.
4. Improvising from the automobile.

VIII. Geography:

1. Geographic climates and terrain.
2. Environmental factors that influence everyday.
3. Implications of risk mapping in conjunction with local and regional planning.
4. Cartography and map reading, its usefulness in our society with regard to disaster response.

IX. Psychology:

1. Group processes and leadership.
2. Effects of stress and anxiety in addition to motivation.
3. Psychological factors detrimental to an individuals problem solving ability.
4. Perception, imagination and reality, how they are different and how they are similiar.
5. Mental motivators in our stressful society which precipitates emergency situations.
6. Self image and all of its confidence building spinoffs.
7. Psychology of the prepared versus the unprepared.

X Safety Education:

1. Safety as it applies to the following:
   a. Government.
   b. Business and Industry
   c. On the job .
   d. Off the job.
   e. All recreational pursuits.

XI Sociology:

1. Group behavior and contagious behavior.
2. How weather extremes effect human behavior.
3. Discovering leaders, followers, and idea people.
4. Teamwork in emergency situations.
5. Mechanisms of terrorists, mobs, riots, etc.

XII Recreation:

1. Safety aspects of various recreational pursuits.
2. Profound effect of our recreational activities on personal safety and job performance.
3. Basic outdoor living skills.
4. Confidence building through challenging outdoor pursuits.
5. Value of being able to use camping and outdoor skills in emergencies and disasters.

XIII. Mathmatics:

1. Problem solving.
2. Time and distance figuring.
3. Stream flow calculation.
4. Calorie and energy flow related to food consumption.
5. Probability and statistics related to prediction of events.
6. Development of mitigative barriers sufficiently strong enough to withstand pressures of moving mediums of various types.

A Product of: EMERGENCY RESPONSE INSTITUTE
9035 Golden Given Road
Tacoma, Washington 98445

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A MANUAL FOR SETTING UP EMERGENCY PREPAREDNESS COURSES AT THE COLLEGE LEVEL FOR TEACHER TRAINING

This outline was developed to help any agency or Emergency Preparedness Training entity establish a college training program for teachers in Total Emergency Preparedness Education.

EMERGENCY RESPONSE INSTITUTE

Written by:

R. "Skip" Stoffel, Director
Chelan/Douglas Emergency Services

Patrick LaValla, Division Manager
Operations and Emergency Preparedness Division
Washington State Department of Emergency Services.

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9035 Golden Givens Rd.
Tacoma, Washintion 98445

SETTING UP EMERGENCY PREPAREDNESS EDUCATION COURSES
AT THE COLLEGE LEVEL FOR TEACHER TRAINING

I. A very vital and important step in initiating this program in the schools is to contact those state and local agencies concerned with emergency response and preparedness.

A. Coordination with these people is invaluable.

1. Establishes their support and provides for consistency in the program.

2. Also valuable for resource people and curriculum input.

B. Makes for good rapport and establishes the credibility of the program.

II. Preliminary administrative details which must be tackled.

A. Contacting: college/university, Jr. or community college, institution, etc.

1. Feasibility of offering course on their campus.

a. Investigate which department the course should or would be offered through.

b. Find out institution's Instructor of Record requirements for a course in these areas.

(1) Education

(2) Adult evening classes

(3) Summer workshops

(4) Continuing education

(5) Regular course offerings

B. Credit evaluation

1. Do you even want college credit offered?

2. Number of credits?

3. Go with your proposal and supporting documentation in hand.

a. Proposal should rationalize need and demand for program.

b. Submitting proposal.

(1) Submit to the initial people with whom you made contact at the university, etc.

(2) Can and should be the ones who will help you sell the program to the administration.

(3) Also will help in walking proposal through necessary channels (shortcuts, etc.).

c. List contents and outline of suggested program. Include:

(1) Hours.

(2) Breakdown - classroom or fieldwork.

(3) Assignments.

(4) Testing methods and class procedures.

(5) List of objectives.

(6) Lists of suggested supportive material

(7) Student handouts, texts, workbooks.

(8) Course objectives

C. Instructor of Record for institution files.

1. Must meet minimum requirements of institution i.e. Masters or professional certificate.

2. Dependent on which department course offered.

3. Instructor: resume, credentials.

4. Resume/qualifications of assistant instructors or resource people.

Progress to this point:

Contacted Institution.
Found requirements and feasibility.
Prepared proposals.
Selected instructors and supportive personnel.
Presented proposal to key people.

Course should now be an accepted fact!

D. What time of year should the course be offered? (This needs a great deal of attention!)

1. Your target should be teachers, therefore summer workshops provide the best opportunity to attract them for upgrading teacher credentials.

2. If the course is a regular offering or an evening course, conflicts may be at a minimum.

3. Certain hours and specific quarters may offer much conflict and competition.

4. Look to college scheduling for a list of offerings and dates so that prime times can be nailed down.

5. College Scheduling Center (in charge of housing, food and facilities) can let you know what their demand is and when you can have use of facilities you require.

6. Don't overlook: The week preceding school.
The week before it closes for summer.

At this point you should have:

- Course content and objectives.

- Your resource people.

- Facilities.

- Time and place.

III Package plans and deals (costs to the student).

A. Need to determine status of college or university housing and meals.

1. During special courses, some institutions separate housing and meals from credit costs, others combine them.

2. Find out if you can guarantee a minimum number of students and obtain a reduced fee for housing and meals.

a. If you are providing business for college during otherwise slack period ask for consideration!

3. Check for incidentals: are these included, or are they extra and above total cost?

a. Coffee.

b. Use of available equipment.

c. Extra room costs - guests, etc.

d. Janitorial fees.

e. Access to Xerox machines and other facilities such as library, etc.

4. Total costs for textbooks, resources, student materials, etc. that must be included in total package.

a. If provided by government - so state.

b. All materials should be provided in package for teachers.

IV Salary or fee schedule

A. Who will teach the course?

1. Are you or the instructor accepting a fee or salary for teaching the course?

2. Is it necessary to pay assistants or resource people?

B. It may not be legal for state agency training people to receive a salary or fee from a state institution.

1. Often times the over all tuition costs to the teacher-student can be reduced by agreement with the college to reduce fees in lieu of salary for instructors.

2. Example: Washington State Dept. of Emergency Services personnel are able to offer five to seven day teacher workshops for a total cost to the teacher of $55.00 - $65.00. This includes room, board, course materials, and three university credits. This is based on average class size of thirty people.

You now should have:

- An accredited course.

- Course content and objectives.

- Resources - course material.

- Resource people.

- Facilities - time - place.

- Total costs.

V Public Relations and how to reach the teachers/students for the course.

A. Proper timing is important.

1. Definite need to reach teachers before they finalize their summer plans.

2. As little conflict with other activities and programs as possible.

B. Development of flyer/brochures

1. Several attached as examples.

2. Vital wording must attract target teachers/students.

C. Who will send out brochures/flyers; how many and to whom should they go for widest possible distribution? (variables).

1. Colleges and universities publish advance listings of their programs.

   (a) Course description and costs will be listed if you are early enough in your planning.

   (b) The college or university will normally print the flyer/brochure if you supply content and layout. Some will even send them out to mailing lists that you have secured.

      (1) Comprehensive lists of schools and districts are available from state offices of education.

      (2) Specialty lists of teachers and organizations i.e. Health and P.E. teachers organizations, Outdoor Education teachers associations, etc.

   (c) Public Relations should start a minimum of three months before course starts.

D. Additional PR and information distribution:

   1. Teacher associations and organizations as well as state education offices. These have newsletters.

      (a) These newsletters will publish an article on your courses at no charge.

      (b) They have deadlines - contact as soon as possible with necessary information.

   2. Letters with information should be sent to local (Civil Defense) Emergency Services Director/Coordinators.

      (a) Not only can these people provide resources but can also help with local promotion in the schools by direct contact.

      (b) Ask that these people contact local media, i.e. TV, radio, newspapers.

      (c) Also distribute literature to school bulletin boards for teachers and talk with principals and superintendents.

   3. Newspapers - Radio - TV, always looking for feature stories or unusual programs.

E. Bulk rates for mailings.

   1. Usually a college or university will have these permits.

      (a) This is a must because of economics.

      (b) Don't overlook other agencies with responsibilities in:
      Disaster/Emergency Planning and Response,
      Public Education, etc.
      that might have bulk mail permits or monies to support your efforts.
      (This is where initial steps in contacting key agencies for endorsements can pay off.)

F. Registrations.

1. All registration forms should be returned to the college or university.

2. Usually attaching a registration form to the brochure/flyer is best.

3. You will need to provide to the college/university: Student information
Equipment & lists
Requirements of courses

G. Student Questionnaires.

1. A student questionnaire sent out with student information and returned before the course will assist in structuring the course to the needs of the group.

VI. DEVELOP A MEANINGFUL CRITIQUE.

A. A gauge as to how the program went.

B. Feedback to improve quality or re-emphasize material.

NOW YOU HAVE A COURSE ON WHICH TO BUILD A CREDIBLE PROGRAM!

Preconceived ideas could lead a victim to incorrect actions and priorities in the first hours and minutes of an emergency. This time period is critical and has great bearing on the ultimate outcome of the emergency. This problem solving session deals with setting priorities in an actual situation.

IV. Mental Considerations and Factors in the Emergency Environment. 1/2 hour

A. First response to any emergency (the first six hours).

1. Emergency self or first aid.

2. Protection of body and material resources conservation.

B. Impact of mental attitude on performance and capabilities.

C. Comfort zone - goal setting - objectives - self concept.

D. Basic fears and effective ways to combat them.

E. Risk management.

The mind and its capabilities comprise the most versatile and valuable survival resource in existance. Mental factors of survival are of major concern because all actions and reactions are a product of mental processes. Reactions under stress can be anticipated only to a limited degree. An individual is the image of his self concept and what ever affects a person mentally also affects him physically and visa versa.

V. Physiological Complications in the Emergency Environment. 1/2 hour

A. Heat - Hyperthermia and other heat complications.

B. Cold - Hypothermia and other cold complications.

C. Hypohydration.

D. Energy - fatigue, exhaustion.

E. Hypoxia and Anoxia.

F. Other emergency stresses.

The body effectively operates within a twelve degree inner core temperature range. Fluctuations beyond this range mean mental and physical helplessness. Simple understanding of physiological functions and reactions allow a person to recognize problem indicators and impending dangers within the body. Chemical imbalances and the absence of certain resources also affect a person's capability to protect himself.

VI. Air Search and Rescue - A Complete Picture. 1 hour

A. Responsible agency for air search.

B. Time factors - other agencies and volunteer role.

EMERGENCY RESPONSE INSTITUTE

AVIATION EMERGENCY PREPAREDNESS

AND

SURVIVAL COURSE

(Eight Hours Minimum)

This course was developed by the Emergency Response Institute in cooperation with the Washington State Division of Aeronautics as a preventative Search and Rescue effort to curb the growing SAR problem in the State of Washington.

I. Orientation to Emergency Preparedness and Aviation Survival. 1/2 hour

The importance of establishing a "Defensive Living" philosophy which can be applied to any emergency environment. Key points which make aviation survival unique and the relationship of this type training to other forms of emergency preparedness. Review of the key subject areas contained in the course.

II. Emergency Landing Techniques and Procedures in Small Fixed-wing Aircraft. 1/2 hr.

A. General principles.

B. Trip planning.

C. Crash safety concepts - restraint systems.

D. Individual responsibilities and implications.

Aviation oriented survival is unique because the emergency occurs in the air. The first problem to solve is one which requires safe transition from the air environment to the ground. Most pilots are unfamiliar with crash landing techniques and never even mentally explore the possibility or techniques involved in off-airport landings.

III. Priorities in the Emergency Environment. 1 hour

A. Establishing priorities and necessities based on true biological and survival needs of the body.

B. Your limited body resources - body management.

C. Dispelling common myths about survival situations.

D. Current search and rescue statistics.

E. Problem solving session for everyone.

F. Your Rescue Plan

C. The ELT problem - guidelines, mounting and crash complications.

D. DF complications - spurious radiation and solutions.

E. Flights and SAR in foreign countries - Mexico and Canada.

F. Outline of a common search.

Each year a large number of lives are lost due to misunderstanding and complete lack of knowledge with regard to the common problems encountered in Air Search and Rescue. It is a fact that very few pilots are effectively able to aid in their own rescue. A basic understanding of what to expect and how to add that extra measure of insurance can save lives!

VIII Mini Sessions on Skill Development (Based on regional/geographic needs or length of the seminar).

A. Survival First Aid.

B. Shelter.

C. Clothing.

D. Firecraft.

E. Signalling.

F. Improvising from the aircraft.

G. Emergency Preparedness Kits.

H. Ditching and cold water immersion.

I. Water/food procurement.

J. Navigation.

K. Discussions of emergency environments as appropriate.

VIII. Selected Films Oriented to Aviation. (Shown during previous evening, lunch, and during some classes.)

A. Survival Stresses.

B. Restraint for Survival.

C. Water Ditching

IX. Practical Classroom Exercises.

A. Regional survival problems.

B. Individual survival questionaire.

C. Survival card game.

OFF THE JOB EMERGENCY RESPONSE

AWARENESS KNOWLEDGE THAT HELPS PEOPLE TO REACT AND RESPOND WITH CONFIDENCE TO UNEXPECTED, THREATENING EMERGENCIES

Self-confidence, self-reliance, awareness, and preparedness are assumed responsibilities of every person.

THE PROBLEM

As employers with a vested interest in valuable, trained employees, you stand to lose whenever the employee is sick, injured, or lost in the woods. The incident also affects the morale of others and thus their work performance.

UNKNOWN VALUES

You have personnel who are invaluable to your company.
You spend company dollars to train, educate, and improve their ability to perform for the company every work day.
You spend countless dollars to protect them from injury, sickness, and carelessness while on the job for you.
Your insurance, fire protection, bonding, and training for quality control funding is enormous.
You are even concerned about your employee's comfort and happiness during the eight hours he is working for you.

KNOWN VALUES

✪ But at quitting time and on days off, you forget them.

★ Whether the employee is hurt on the job or off the job it makes no difference; come morning, if he or she is not at work, the company will suffer.

THE MORE IMPORTANT THE WORKER'S TASK, THE GREATER YOUR LOSS.

Lost time statistics from a large corporation show that 5 off the job accidents are occurring for every one (1) that happens on the job.

- ★ *with twice as many management victims as craftsman type workers.*
- ✚ *off the job injuries lasted longer, were more serious.*
- ★ *with outdoor recreation causing 40% of the total.*

UNKNOWN

What is the emergency response knowledge and preparedness level of your employees ?
Are they self-reliant enough to cope with the adversity of any natural or man-made emergency ?
Have they acquired the knowledge of environmental dangers that are prevalent in seasonal outdoor recreations? Even the recreational activities your company sponsors.

KNOWN

That you have special personnel who hold the key to your company's survival: Financial, computing, organizing, procurement, maintenance, shipping, and management.
You can help yourself by giving your employees training in individual self-confidence in coping with off-the-job emergencies.

THE SOLUTION

You can economically help all of your employees to gain a greater awareness of environmental dangers that occur in outdoor recreation. Awareness that helps the employee gain greater enjoyment of his leisure time and insures his valued services on Monday.

FOR COURSE OUTLINES, NATIONALLY APPROVED EDUCATIONAL BROCHURES, OR ADVICE IN THIS LIFE SAVING EFFORT CONTACT GENE FEAR, SURVIVAL ED. ASSN. TACOMA, WA., SAFE ED. CHAPTER, OR THE PSAR DIV. OF NAT. SEARCH AND RESCUE ASSN., OR LOCAL SHERIFF'S DEPT.

Any investment in your employee's OFF-THE-JOB safety, survival, or better living, enhances his ability to perform for the company.

BUILDING A SOLID FOUNDATION OF THE FUNDAMENTALS OF MANAGING A HUMAN BODY, ANYWHERE IT MAY BE OR TRAVEL, ALSO DEVELOPS A GREATER PROFICIENCY IN THE EMPLOYEES' EVERYDAY WORK AND LIVING.

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"CONSIDER YOURSELF AN OUTDOOR LEADER -- IF"

Prepared for the National Recreation and Parks Administration N.W. Regional Conference. April 8,9,10, 1979 Portland,Ore.

WORKING STAFF

RICK LA VALLA
Wash. St. Dept. of Emergency Services

"SKIP" STOFFEL
Chelan/Douglas County
Emergency Services Director

BILL WADE
National Park Service

PAUL GREEN
Outdoor Recreation Professor
Eastern Wash. State University

GENE FEAR
Survival Education Assn.

PAUL PETZOLDT
Wilderness Use Education Assn.
Outdoor Leadership

RATIONALE

We can no longer ignore the growing trends that we find in the National Search and Rescue statistics. Search and Rescue (SAR) missions are usually the result of man's inability to prepare for and cope with the natural environment.

By analyzing the details of SAR incidents we can draw conclusions or lists of the indirect factors (often controllable) that led up to the event, and also gain an insight into the direct causes of the situations. We find that most SAR missions could have been prevented.

Many outdoor problems occur because of: 1) a lack of proper outdoor leadership, and 2) incomplete or outdated outdoor education programs.

We will present a list of problems in a Socratic style. That is, we will ask the questions that you as an outdoor leader should be asking yourself. Then we will propose solutions based on common sense and philosophical comments on "What makes a good outdoor leader."

We are starting to see future trends that will occur as the result of the outdoor community's inability to police itself. We foresee laws, restrictions, registrations, licensing, paying for rescue. We can continue to ignore the situation and fool ourselves into believing that "the Emperor has new clothes," or we can begin to effect change within the recreation community before the outside influences do it for us (which we probably would not happily accept anyway).

Besides the many other qualities of outdoor leadership that we will discuss, we must at all times consider the legal and moral responsibilities we face as group leaders, especially should an amergency occur. Legally you are responsible for the group from the moment they come under your control. You may be held accountable for your actions (or lack thereof) in a court of law. Morally you will have to live the rest of your life remembering questionable decisions wherein death or injury occurs.

If you answer "Yes" to these questions, then you are probably an outstanding outdoor leader. If you answer "No" to any, then you may be inadvertently contributing to the growing trends in SAR activity. It is hoped that this list of questions will help to make things better for everyone, especially those who follow you as group leader.

Rick La Valla *ERI Chairman*

* YOU ARE TAKING A GROUP OF PEOPLE ON AN OUTING--

* Do you conduct classroom sessions? Do you set minimum standards that the individual must meet?

* Have you established criteria for testing the skills that each person must have in order to participate in the activity safely?

* Do you brief the group on the entire plan, goals and objectives? Have you mentally walked through the entire outing?

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* Do you know the prior experience and background of all people in your group?
Do you know the medical history and current medical problems of each individual member of the party?

* Do you know the level of physical fitness and potential limits of each?
Is the group compatible for this type of outing?
Do you know the mental make-up of your people - what you can expect from each during stress, discomfort, aches and pains, etc.?

* Do you personally check all of the group and individual equipment?
Do you exclude people with inadequate or questionable equipment from the outing?

* Are you current with body management techniques? Have you educated your group?

* Is the comfort, safety and wellbeing of every individual in your group always your first priority?
What are your motivations for taking the group out? Have you explained them to the group? (Is the $ your only motivation?)

* Do you have an established trip plan? Does everyone know? Do you include options and alternatives?
* Do you establish emergency action plans? Has the group been briefed? Who is second and third in command?
Do you have established criteria for cancelling or turning back? Have you explained these to your group?

* Do you have a group self-rescue plan? Do you carry the necessary equipment to implement the plan? Could you care for and evacuate an injured member of your group? How do you obtain outside help? Do the others know how?

* Are you alert for weather changes and the terrain dangers for the complete trip?
Does your group understand the potentials?
Do you and your group adhere to the current outdoor codes and ethics?

Do you monitor the group dynamics?
* Can you keep the group together?
Do you assign responsibilities to the people with the capabilities?

* Do you obey the established rules, regulations, and policies of the land management agencies?

Do you practice "time and circumstance" education in the field?
* Do you continually educate your group in outdoor comfort and safety?
Do you allow others in the group to lead so that they may develop self-confidence?

* Do you understand the legal and moral responsibilities of leading a group beyond the roadhead, where you become the group's father, mother, doctor, Daniel Boone, rescuer, and jack-of-all-trades for the duration of the trip? (Are you insured?)

* Can you recognize all the internal body upsets and environmental stresses that could impair your own judgment and decisions?
Do you know what is needed to biologically keep your mental problem solving ability at 100%?

* *Now!! Reread the last paragraph on the other side. Rick LaValla*

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Survival Education Association

A GROUP OF EXPERIENCED SURVIVALISTS DEDICATED TO RESEARCHING, DEVELOPING, AND PUBLISHING MEANINGFUL SURVIVAL EDUCATIONAL MATERIALS FOR THE FUTURE

TEXTS

LESSON PLANS

VISUAL AIDS

SAFETY LITERATURE

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INSTRUCTING SURVIVAL DISASTER EDUCATIONAL COURSES

Published by
SURVIVAL EDUCATION ASSOCIATION
3035 Golden Given Road
Tacoma, Washington 98445

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Survival Education Association offers instructional packages of teaching modules for better living through awareness education.

☆ ☆ ☆

DEFENSIVE LIVING:

Graphics and teaching guides for implementing a course of awareness of coping with modern, everyday emergencies.

100 graphics on philosophy, the art of looking ahead to the cause and effect of what you are about to do, with the ultimate goal of being prepared.

85 graphics on the human body's response to environmental complications of heat or cold, and self-mismanagement of resources and activities.

120 graphics on individual responses to an emergency with self-aid and attracting assitance to your problem.

* Designed for Jr./Sr./College or general public.

EMERGENCY PREPAREDNESS EDUCATION:

A program of graphics, texts and lesson plans for an awareness of natural disasters and man made emergencies that can pose a threat to human comfort and enjoyment. This program covers the mental factors and physiological factors of coping with emergencies surrounding the loss of modern services and all outdoor emergencies. A tested program that was designed by many of the best survivalists in America.

Designed for Jr./Sr./College or general public.

BIOLOGICAL SURVIVAL:

A complete program of graphics, texts, lesson plans, and workshops for teaching the information needed for human survival anywhere. A proven course on the human factors involved in coping with the mental, physical and environmental complications in the outdoors.

* Designed for K-12/College/General Public.

RECREATION MODULE:

A complete program of text, lesson plan and graphics for teaching the basics of any outdoor travel away from civilization. A tested program with an introduction to body management, equipment and maintenance for optimum comfort and enjoyment in any outdoor activity. Covers the controllable and uncontrollable factors, equipment, eating and sleeping, planning, and emergency response necessary for individuals while away from modern instant response.

* Designed for Jr./Sr./College/Clubs/General Public.

AVIATION EMERGENCY RESPONSE:

This short course covers all of the procedures for sustaining life during light aircraft emergencies and landings off airports. A proven course on the human factors involved with environmental and physiological responses to the emergency.

* Designed for clubs, general public.

SEARCH AND RESCUE MANAGEMENT:

Offered in concert with the National Association for Search and Rescue. A complete course in managing the search function for those officials entrusted with the task of responding to humans in distress. This course was designed by the foremost SAR responders in America. Contains graphics, instructor guides, and student workbooks.

FOR MORE INFORMATION AND PRICES WRITE THE ADDRESS ON THE OTHER SIDE

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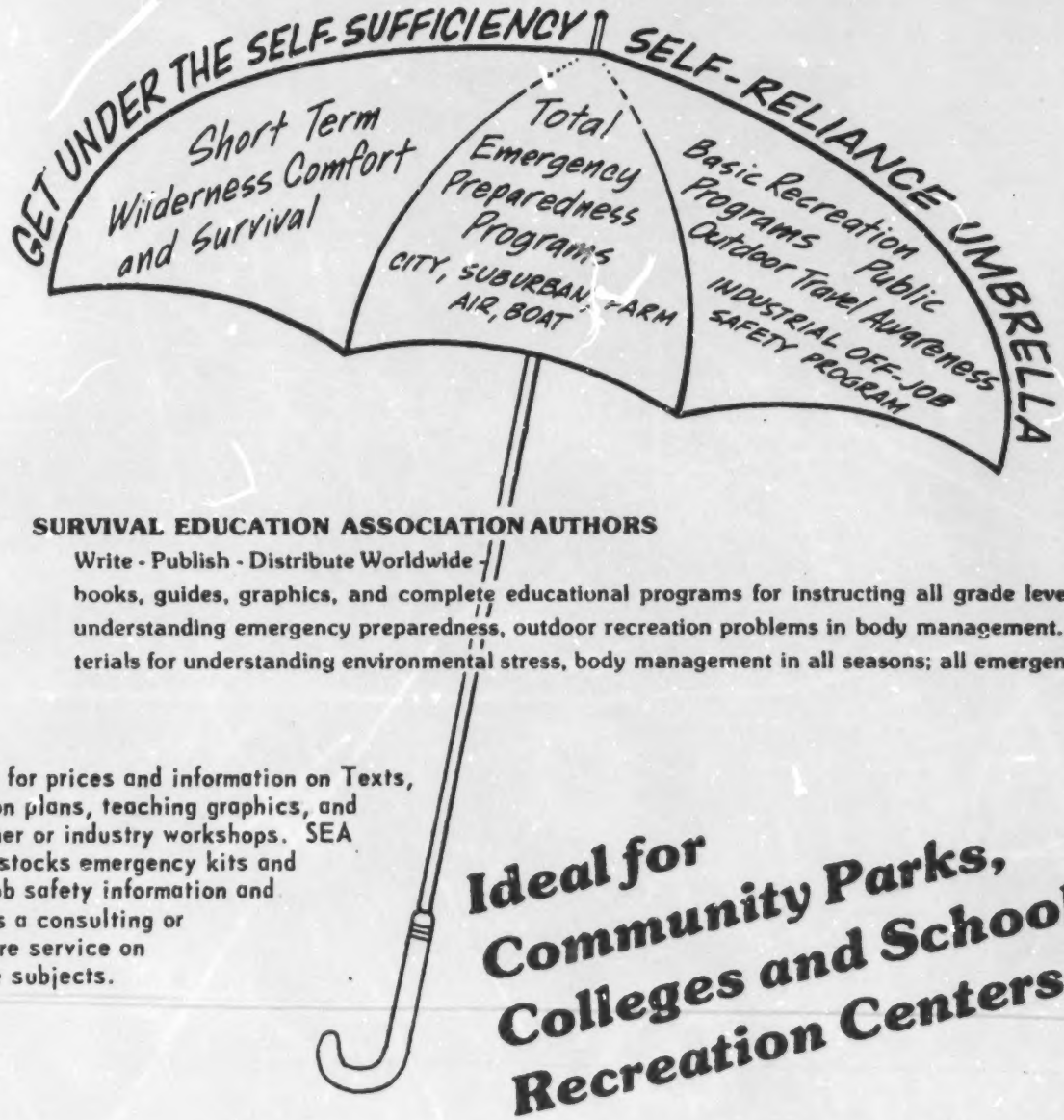
PROGRAMS FOR PUBLIC INVOLVEMENT IN BETTER LIVING OR BEING SELF-RELIANT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INDUSTRIAL OFF-JOB SAFETY PROGRAM

SURVIVAL EDUCATION ASSOCIATION AUTHORS

Write - Publish - Distribute Worldwide

books, guides, graphics, and complete educational programs for instructing all grade levels in understanding emergency preparedness, outdoor recreation problems in body management. Materials for understanding environmental stress, body management in all seasons; all emergencies.

Write for prices and information on Texts, lesson plans, teaching graphics, and teacher or industry workshops. SEA also stocks emergency kits and off job safety information and offers a consulting or lecture service on these subjects.

Ideal for Community Parks, Colleges and Schools, Recreation Centers.

For Information Write:
Gene Fear, *Pres.*
Survival Education Assn.
9035 Golden Given Road
Tacoma, Wash. 98445

S.E. Asia Australia write to:
Roslyn P. Steel
Survival Education Assn. Ltd.
222 Mtn. View Road
Briar Hill, Vic. 3088 Australia

Your comfort outdoors is our concern.

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A book about body management under the strees of the emergencies of the wilderness

WHEN THE TIME COMES, WILL YOU

REALLY KNOW HOW TO SURVIVE

A HOSTILE, NATURAL ENVIRONMENT?

$5.00

YOUR MIND IS YOUR BEST SURVIVAL KIT IF IT HAS BEEN PROPERLY PREPARED. IF YOUR MIND HASN'T BEEN SO PREPARED IT CAN BE YOUR WORST ENEMY

Author Gene Fear is an experienced leader, teacher and innovator of survival science. He teaches the teachers from a wilderness background of more than 20 years. Unlike other authors, Fear shows that *"THE WILDERNESS" IS AS CLOSE AS YOUR OWN BACK YARD OR CITY ALLEY.* If your home — and the homes around you — are destroyed by widespread catastrophe, what then? If you've never thought it could happen here, but it did; you did not prepare your mental framework to cope. Though the cause of the catastrophe may be beyond your power to stop it, *surviving is within your power if you prepare your mind first.*

• ANTICIPATING AN EMERGENCY • EMERGENCY ANALYSIS • PSYCHOLOGICAL STRESS • GENERAL SURVIVAL • BODY ENERGY • SURVIVAL IN COLD • SURVIVAL IN HEAT • IMPROVISING • NAVIGATION • LEADERSHIP • SURVIVAL EXPERIMENTS • SURVIVAL KITS: PERSONAL, AUTO, AIRCRAFT • FIRST AID KIT ITEMIZED

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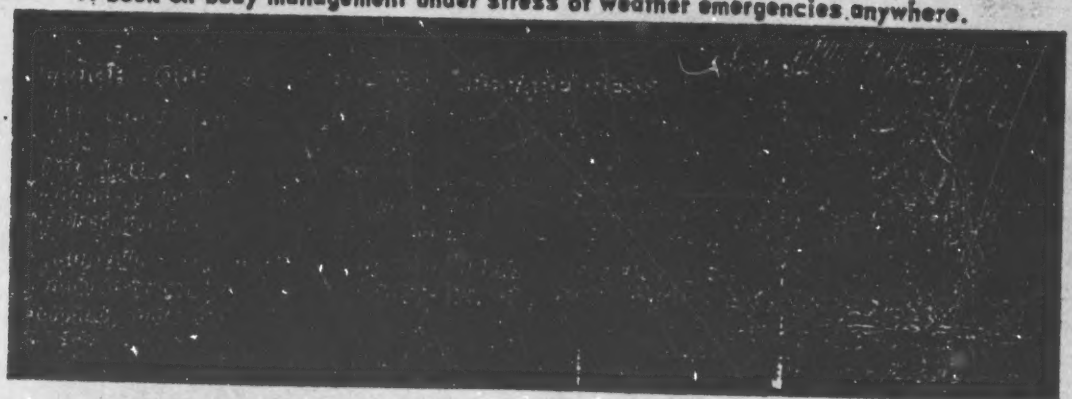

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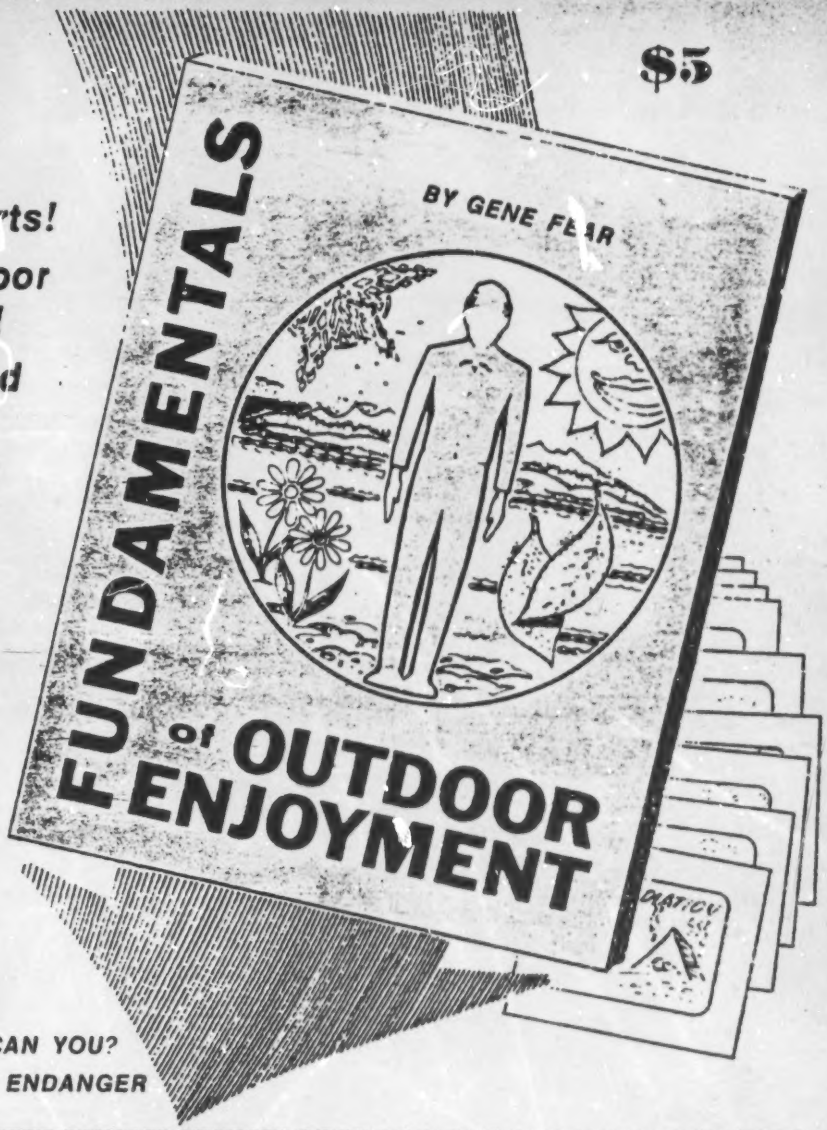

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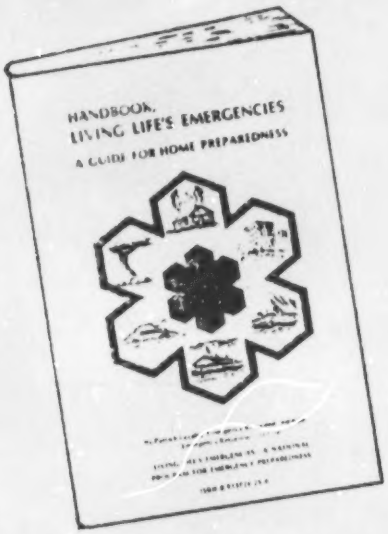

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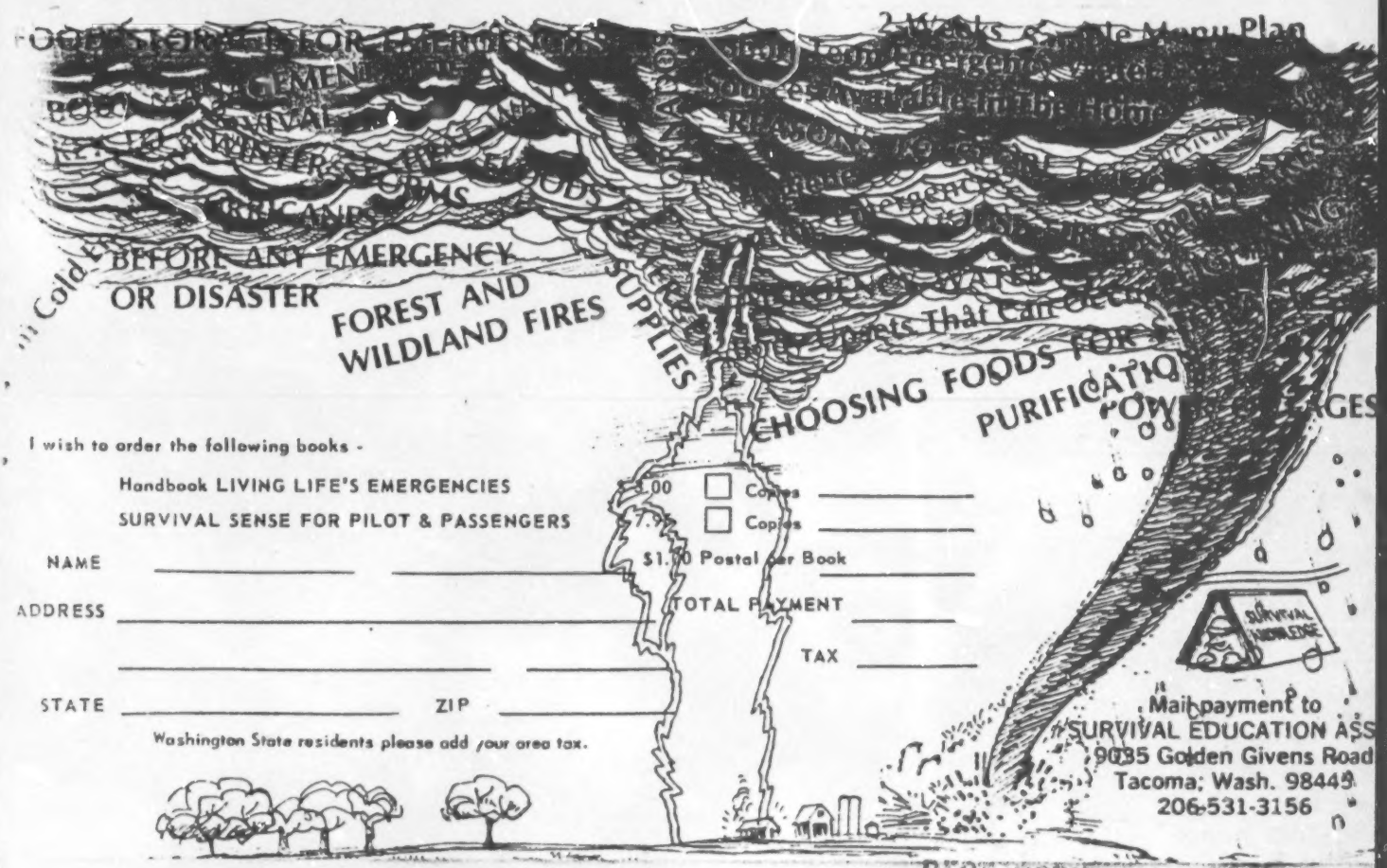

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- Know why ELT's malfunction and how to prevent these problems.
- Have a basic knowledge of the 10 general survival skills necessary to maintain life in any emergency situation.
- Be familiar with the essential principles of Air Search and Rescue and how to take an active part in their own rescue.

TABLE OF CONTENTS

CHAPTER 1- "Yes, it can happen to you" (Common sense recommendations for every pilot).

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- body management- HEAT.
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CHAPTER 7- Emergency Preparedness Skills. First Aid. Shelter. Clothing. Fire-craft. Signalling. Improvising. Cold Water Immersion. Navigation and Time. Water Procurement. Food Procurement.

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